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ABSTRACT

This independent training manual, which is intended for individuals preparing to become adult literacy tutors in Pennsylvania, provides an introduction to the basic principles and techniques of tutoring adult literacy students. Presented first are a preface, definition of literacy, and tutor awareness inventory. The following topics are examined: how illiteracy affects the United States; measuring illiteracy; tutor responsibilities; commitment; inservice workshops; materials, everyday reading materials; training registration; confidentiality policy; the initial student interview; student information forms; tutors of literacy for the Commonwealth of Pennsylvania's reading and spelling test; calculating materials' reading level; spelling (successful methods of teaching spelling, using the Cloze strategy for spelling, sight words, 300 most frequently used words, social sight words, word attack techniques); reciprocal questions; the language experience approach (selected language experience activities and ideas to get experience stories); duet reading (the neurological impress method); the Barsch Learning Style Inventory; evaluating lessons; student progress data; monthly tutoring and attendance calendars; lesson plan components and a sample lesson plan; and goal setting and sample goals. Concluding the manual are the same tutor awareness inventory presented at the beginning of the manual and a six-item bibliography. (MN)

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ADULT LITERACY
INDEPENDENT LEARNING PACKET

TUTOR TRAINING

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TUTOR TRAINING

An Independent Learning Approach

Developed by:
Lisa S. Burke, Program Director
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The Carbon County Volunteers for Literacy Tutors -who have probably taught ME the most!

Further acknowlegements can be found on much of the enclosed material. When acknowledgement is not made, the origin of that particular segment was either unknown or the segment was created through the Carbon County Volunteers for Literacy, Inc. Many thanks to those "silent" contributors!

This manual is not intended to be Gender Specific. Where gender is mentioned, it is done so simply for convenience of the author.

Welcome to the wonderful world of teaching! Whether you are an experienced tutor or teacher, or if this is your very first experience working with adults, you will find that this comprehensive Tutor Training Manual has been designed to offer you complete instruction in a step-by-step, self guided format. This independent training manual has been designed for use on an individual basis or in a workshop atmosphere. If you are a program director, responsible for training, you should feel confident giving this manual to individuals in between trainings for individual use, or feel free to use any or all of the contents for duplication purposes for your training workshops.

Prepare yourself to venture in to the world of illiteracy and experience first hand the difficulties and complexities of the every day lives of the adult learner. You will find that much of what you thought you knew about illiteracy is less than accurate, but will be provided with documentation on the causes and effects of illiteracy, as well as national statistics relating to how our society is affected by this problem. Yes, we clearly believe and define illiteracy to be a **PROBLEM**, rather than a disease or the "enemy"; problems of all sorts have a common bond . . . they are **SOLVABLE**. Illiteracy is solvable, and YOU are becoming one the main components of this solution.

You will experience a range of emotions from exhilaration to frustration as you develop your relationship with your student. All of this is natural. You must familiarize yourself with the characteristics of adult learners to understand their needs and the demands on their life outside of their "learning world".

The various methods and materials available to assist and teach you in this endeavor is endless. Of course it would be impossible to combine all of them in to one publication, however ideal it would seem. We have chosen the very best of what we have available in our program to offer you a beginning, of sorts, a starting place.

Considering all of this, I shall end by saying 'use your tutor-common-sense', and never stop learning. Good luck!

"A TRIBUTE TO READING: Reading is to the mind, what exercise is to the body." Sir Richard Steele

Lisa S. Burke

LISA S. BURKE, Program Director
Carbon Co. Volunteers for Literacy

Preface

This Tutor Training Manual / Independent Learning Packet has been created as a teaching supplement. This Manual should be used in conjunction with a set curriculum format. We strongly recommend the Laubach Ways to Reading Series and The Challenger Adult Reading Series, both available from New Readers Press, Syracus, New York.

As part of the National movement towards LITERACY, methods and materials are continually improved upon. As a tutor and member of this movement, you are responsible for researching new methods and materials.

Contact you local literacy office to acquire core curriculum materials for your student. You will find that the above mentioned reading programs offer complete teacher instructions for use of the material.

PUBLIC LAW 102-73 THE NATIONAL LITERACY ACT OF 1991

On July 25th 1991, in a public ceremony at the White House, the President signed into law the National Literacy Act of 1991 (Public Law 102-73).

The Act defines literacy as

> "an individual's ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential."

(This definition is a major advance over prior legislative definitions and most other definitions in use today and could be a major force in helping to shape effective literacy programs at the state and national levels.)

In a Committee Report accompanying the Act, Congress had this to say about its overall intent:

"The National Literacy Act of 1991 is a comprehensive approach for improving the literacy and basic skill levels of adults by coordinating, integrating, and investing in adult and family literacy programs at the federal, state, and local levels. The legislation provides for research and quality program delivery. All sectors including public, community-based, volunteer, business, and industry programs are involved in the provisions of literacy services ... The nation's literacy problems are closely associated with poverty and pose major threats to the economic well-being of the United States. Our future competitiveness and an individual's active participation in the democratic process are severely hampered without an all-out attack on these problems . . . This legislative effort (will provide) an infrastructure for coordination, research, and planning; upgrading the literacy and basic skills training systems; and investing in the programs assisting adults and families with low levels of literacy."

-BCEL Business Council for Effective Literacy, No. 29, October 1991

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TUTOR AWARENESS INVENTORY

How accurate is your knowledge about literacy and adult learners? Complete this self-test to find out. Read the statements, then write T (true) or F (false) next to each.

____ 1. Many adults expect to fail when they come to a reading center.

____ 2. Adults who pursue educational goals are generally interested in self-improvement.

____ 3. Adult learners make up a captive audience and do not have the freedom to discontinue their education.

____ 4. Adult learners usually set realistic goals for themselves based on their current skills.

____ 5. Experiencing immediate success is unimportant to the adult learner.

____ 6. Adults develop many strategies to conceal their lack of education.

____ 7. Adults do not mind using materials developed for children.

____ 8. Most adult learners come from stable, comfortable homes and have few problems.

____ 9. Adults never question the value of what they are learning.

____10. Adults can use their varied experiences to benefit the task of learning.

____11. All adults who completed the ninth grade in public school can read the newspaper.

____12. One reason adults give for learning to read is to be able to help their children with homework.

____13. Tutors should be flexible about lesson plans and willing to try something different if the lesson isn't working.

____14. Job applicants who ask you to read the application to them because they forgot their glasses may not know how to read.

____15. All students learn most effectively by the same method.

____16. One in five adults in America can't read.

Answers: T, T, F, F, F, T, F, F, F, T, F, T, T, T, F, T

- Stech Vaughn Co.

5

HOW ILLITERACY AFFECTS THE UNITED STATES OF AMERICA

If illiteracy affected only a small portion of our population, it would be easy to dismiss as a relatively harmless problem - at least from a national perspective. But, as the statistics indicate, those who are functionally or marginally illiteracy make up a significant portion of our population.

Once the most well-educated nation on earth, the United States now must acknowledge that, in terms of literacy, it no longer measures up.

25% of American students drop out of school before graduation (50% in inner cities).

27 million Americans are functionally illiterate.

27% of all new jobs fall into low skill categories, compared to 40% prior to 1990.

7 out of 10 high school students cannot write an effective letter seeking employment.

For these individuals, illiteracy represents a major barrier to self-sufficiency, limiting their options in family, work, and society. Moreover, illiteracy affect a complex web of social issues, ranging from unemployment and juvenile delinquency to teen pregnancy and welfare dependency.

The ramifications of illiteracy are many. In economic terms, widespread illiteracy will cause the U.S. to lose its competitive edge, particularly at a time when the nation's labor pool is shrinking rapidly. In political terms, an illiterate population cannot fully comprehend the severity of the many problems facing our communities and the nation-a-large. And if this population cannot grasp the problems, it cannot solve the.

Perhaps an even more insidious result of illiteracy can be view in CIVIC TERMS. People who lack basic skills cannot fully participate in, or contribute to, a democratic society. Unable to comprehend the complexities of community life, they are often left out, don't vote, and fail to exercise their rights and responsibilities as citizens.

MEASURING ILLITERACY

What is Illiteracy?

Illiteracy is the lack of the basic listening, speaking, reading, writing, or mathematical skills adults need to solve the problems encountered in daily life and participate fully in their society. As society becomes more complex and more dependent on written information and communication, the level of skills needed for effective participation increases. Because the United States is one of the most complex societies in the world, the literacy skills necessary for full participation in American life are very high.

How Is Illiteracy Measured in the United States?

Literacy experts use two methods to measure the extend of adult illiteracy. Some test the ability of sample groups to complete tasks that require literacy skills, such as reading a want ad,addressing an envelope, filling out a form, or using a street map. The results are then applied to the total population. Other experts use the completion of the 5th, 8th, or 12th grades as benchmarks of literacy.

U.S. Census: Eighth Grade Completion

In 1980, the U.S. Census Bureau counted 24.3 million Americans over the age of 25 who had not gone beyond the 8th grade. This represents 18.3 percent of this age group. An additional 20.3 million had not finished high school. The advantage of using these figures as a measure of illiteracy is that they are regularly gathered by the Census. The disadvantage is that the completion of a given grade does not guarantee a corresponding skill attainment. For example, the U.S. Department of Education estimates that 150,000 young people graduate from high school every year without being able to read their diplomas.

- Laubach Way to Reading, Tutor Workshop Handbook

OVERVIEW OF TUTOR RESPONSIBILITIES

TO BECOME A VOLUNTEER TUTOR:

1. When choosing a local program affiliate, you must speak with the Program Coordinator, or that person which is in charge of tutor training, to obtain local program guidelines and requirements.

2. You must attend all sessions of the prescribed workshop outlined by the local program, or complete this training manual in it's entirety.

3. You must have a high school diploma or equivalent, be able to read and write, have appropriate time available for tutoring and lesson planning. Sessions with your student shall equal a minimum of eight (8) hours per month, (or that amount of time described by your local program.)

4. Above all else, you must have time and patience to teach an adult the basic skills described in this manual. You must be willing to make a commitment to your adult student to be his/her tutor for a period of one year, or until goal achievement has been reached.

YOUR RESPONSIBILITIES AFTER TRAINING:

1. In most cases, you will be paired with a student who has been interviewed and assessed by your local program office. The key contact person will notify you and give you details about your potential student and offer suggestions on how to begin. All office staff will provide as much support as possible during your tutoring experience.

2. Within one week of pairing, you must:

   a. call your student and make arrangements for the first lesson;
   b. make arrangements to obtain the necessary books and materials from the local office in advance of your first lesson;
   c. contact local program after completion of first session to discuss student goals and strategies or techniques for achievement.

3. You must tutor a minimum of eight hours per month. This is a base minimum requirement, as anything less will make success for the student too slow to acquire. It is strongly suggested that you meet twice a week for one and a half hours each session to provide the best opportunity for success.

4. Monthly attendance calendar records shall be maintained by you and submitted to your local program on the last day of each month. Other forms may be required as well.

COMMITMENT

A strong commitment to see the student through the program is necessary. This training package is **GOAL-ORIENTED**. This means that the length of time a student is enrolled in a program depends on how long it takes him/her to reach his goal(s). The time commitment could be as little as two months or as much as two years.

"A most important part of the volunteer program is your genuine devotion to the concern for your student. Our basic goal is to teach adults to read. Part of accomplishing this is to build a ladder of successful learning experiences. This gives students a more positive self image, based on greater self-confidence and improved competency. We ask that a tutor be dedicated to the cause of illiteracy. A volunteer who drops out is a tremendous disappointment to a student, and can be more damaging to him than you can imagine. Success may be the most important commodity you are selling. Success raises one's level of aspiration."

-A Basic Philosophy for Tutors

IN SERVICE/WORKSHOPS:

In service/workshops are an opportunity to learn more and to share experiences with other tutors. It is assumed that since tutors volunteer, they are interested in being the best tutor they can be, and are, therefore, interested in continuing to expand their knowledge. Three or four in services are generally offered by each program throughout the year. In order to maintain the quality of the program, it may be required that you attend these workshops. A final year-end business meeting is generally held for purposes of data collection, book returns, program evaluation, etc.

MATERIALS:

Books and materials are generally provided by the local programs at no cost. However, in many cases it is possible to use every day materials for goal achievement. If you are working independently of the local literacy organization, please refer to the bibliography at the end of this training manual for publishers, or the following list for other possible sources for necessary materials. In most cases, expenses are not reimbursable through local programs.

EVERY DAY READING MATERIALS:

The reading materials below are readily available, inexpensive, may be found in your home, and may pertain to your student's goal.

- Advertisements
  - Department Stores
  - Grocery Stores
  - Others
- Bills
- Boxes
  - Cereal
  - Other Foods
  - Detergent
- Bumper Stickers
- Bus Schedules
- Calendars
- Catalogs
  - Adult Education Classes
  - Gift Stores
  - Specialties
  - Department Stores
- Containers
  - Food Containers
  - Cleaning Products
- Cookbooks
- Coupons
- Forms
  - Credit Applications
  - Job Applications
  - Insurance Forms
  - Income Tax
  - Registration
  - New Patient
- Greeting Cards
- Identification
- Instruction Books
  - Appliances
  - Equipment for Job
  - Games
  - Vehicles
- Labels
  - Cleaning Products
  - Clothing
  - Medicine bottles
- Magazines
- Mail
- Maps
- Membership Cards
- Menus
- Newsletters
- Newspaper Articles
  - Advice columns
  - Comics
  - Movie Ads
  - Recipes
  - Sports
  - Store Ads
  - Want Ads
  - Weather
- Notes from School
- Packages
  - Frozen Food
- Programs
  - Plays
  - Sports Events
- Price Tags
- Recipes
- Report Cards
- Song Lyrics
- Street Signs
- Telephone Book
- Text Books
- TV Magazine
- Vending Machine Instructions
- Wrappers

TRAINING REGISTRATION:

The following page contains a registration form, to be completed by each participant using this manual. Photocopy the registration form and return to your local program.

TUTOR TRAINING REGISTRATION

PLEASE PRINT:

Name_____ SS#_____

Address_____ City_____

State_____ Zip_____ Phone # (h)_____ (w)_____

Occupation_____ Employer _____

Education: High School Diploma ____ Equivalent ____
Some College ____ Degree ____

Date of Birth __/__/__ Previous tutor experience? Yes No

Please describe: _____

Would you like to each English as a Second Language: Yes No

Other volunteer activities which you have been / are involved in:

_____

Do you smoke? Yes No Do you have transportation? Yes No
Are you near public transportation? Yes No
How far are you willing to travel to tutor your student?_____
Please list days and times that are not suitable to you for tutoring?_____

Why do you want to become a tutor?_____

_____

Please list other information that would be helpful to us:_____

_____

I understand that as a volunteer tutor I will be required to tutor a minimum of 8 hours per month to comply with local guidelines, and that I must complete and return monthly reports provided by the local program. I further understand that the workshops/inservices described by my local program are requirements as a tutor to maintain the quality of the program. I have read and understand all other local program requirements of tutors.

All information on this registration is true and correct to the best of my knowledge. I understand that this information is privileged and will remain confidential with the local program in compliance with state/federal requirements.

Signature_____ Date_____

CONFIDENTIALITY POLICY:

All programs require documentation from tutors showing their commitment to maintaining the confidentiality of their students' identities and life circumstances. Below you will find a sample of a basic confidentiality policy and agreement. Whether you are tutoring independently or affiliated with a local program, it is necessary for you to read and complete the policy agreement for your records or as a requirement of your local program.

Make a copy of the following policy and agreement, and return to your local program.

CONFIDENTIALITY POLICY

A primary obligation of ALL volunteer tutors is to safeguard all information, either written or spoken, regarding any and all students. Agency personnel are defined as anyone who functions in any service and/or administrative capacity. This includes board members, paid employees, and volunteers. These individuals are bound by center policy not to reveal the identity or life circumstances of any past of present student, except to authorized school or agency personnel working with our center, or by written consent of the student.

++

CONFIDENTIALITY AGREEMENT

I, _____, hereby acknowledge that I have been given a copy of the confidentiality policy of the (local program name here), and agree that I shall be responsible for maintaining the confidentiality of all student information, both written and spoken.

Signed _____ Date _____

THE INITIAL INTERVIEW:

It is necessary to obtain certain pertinent information about each student upon your initial interview. Begin by reassuring the student that the information will remain confidential, and only be shared with his/her tutor. If working under State or Federal Grants, inform the student that some of the information will be forwarded to the Department of Education according to grant compliances. This information will be used for scheduling, record keeping, placement, and statistical purposes. The following example is the "STUDENT INFORMATION FORM" used by the Carbon County Volunteers for Literacy, Inc. (CCVL) and may be used in part of in whole. Note the main subject areas are **Personal, Educational Background, Tutoring and Scheduling.** The information obtained in each of these areas is equally important in getting to know the student as well as placement.

The block outlined "For Administrative Use Only" (lower right section) should be completed by the test administrator. The "Finished" section is to be completed in conjunction with completion of the four (4) Skill Books in the Laubach Way to Reading, and is there for quick reference. The "In-Take Assessment" section refers to scores obtained from the Slosson Oral Reading Test - Revised (SORT) and the Tutors of Literacy for the Commonwealth (TLC) Reading and Spelling Assessments. "Writing" refers to cursive handwriting, and is graded at the test administrator's discretion (n=needs improvement, s=satisfactory, g=good)

REMEMBER! This is delicate subject matter and should be approached accordingly. Much of this information is of a very personal origin. The way in which you go about obtaining this information can very well "make or break" the students' trust and confidence in you. When met with resistance during this process, it is a good idea to put your pen down, and LISTEN to your students' concerns and body language. REASSURE him/her that the information will remain confidential, however it is necessary to properly define his/her "student profile".

> **"Watch the student's face. If you see puzzlement, reteach. If you see frustration, change activities. If you see pride, build on it. Teach the student, not the lesson."**
>
> **- Patricia Frey, Litstart.**

Interview Date_____ Date Started_____
Interviewers Initials_____ Tutor_____

STUDENT INFORMATION FORM

PERSONAL INFO:
Name_____
Address_____
_____
_____
Home Phone_____
Best Time to Call_____

Soc. Sec. #_____
Are You:
On Fed/State Public. Assist?____
Unemployed?_____ Looking?_____
Displaced Homemaker?_____
Minority_____Race_____
-year arrived in US _____
-Country of origin_____

Age_____ DOB_____
Sex_____

Marital Status_____
# of dependents under 18_____

WHERE DID YOU HEAR ABOUT CCVL?_____

EDUCATION:

Elementary 1 2 3 4 5 6 7 8
High School 1 2 3 4
Where_____
No School_____
Spec. Ed/LD_____
High Sch Diploma_____ GED_____

Educational History:

Family History:

TUTORING INFORMATION:
Have own transportation?_____
Near public transportation?_____

Do you smoke? Yes No

Employer_____

Can be called at work? Yes No
Work Phone # _____
Work Schedule: Days_____
Hours_____

SCHEDULING INFORMATION:
Preferred DAYS for tutoring:
M TU W TH F S SU
Preferred TIMES for tutoring:
MORNINGS_____
AFTERNOONS_____
EVENINGS_____

ADMINISTRATIVE USE ONLY!
(initials_____)
IN-TAKE ASSESSMENT:

Slosson _____
TLC Reading _____
TLC Spelling _____
Writing N S G

AVERAGE:

Less than 5th gr. level?____

PROGRAM ENTRY LEVEL:
0-4 5-8 ESL

FINISHED:
SB1_____(DATE)_____SCORE
SB2_____(DATE)_____SCORE
SB3_____(DATE)_____SCORE
SB4_____(DATE)_____SCORE

LEFT PROGRAM_____DATE
REASON_____
EXIT SCORE_____

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T. L. C. READING ASSESSMENT PART I

STUDENT NAME_____ DATE_____

Directions to the tester:

1. (Give the student the "Student Form" page of this assessment.)
   SAY: "PLEASE write your name next to the word NAME on your form"
   (Show them where to write if they are unsure.)
   Accurate?_____Yes
   _____ No

2. SAY: "Please tell me your address" (Tester record response below)
   _____ Accurate?_____Yes
   _____ _____ No
   _____
   a. SAY: "Please write your address next to the word ADDRESS on your form."
   (show them where to write if they are unsure.) Accurate?_____Yes
   _____ No

3. SAY: "Please tell me your phone #." (Tester record response below)
   _____ Accurate?_____Yes
   _____ No
   a. SAY: "Please write your phone number next to the word PHONE on your form." (Show them where to write if they are unsure.) Accurate?_____Yes
   _____ No

4. SAY: "Please tell me the letters of the alphabet." IF APPLICABLE! Tester record response below. Accurate?_____Yes
   _____ _____ No
   a. SAY: "Please write the alphabet next to the word ALPHABET on your form." Show them where to write if they are unsure. Accurate?_____Yes
   _____ No

5. (Refer student to section of form with the letters of the alphabet on it)
   Pointing to each letter, one at a time:
   SAY: "What is the name of this letter?" (Point to 1st letter 'b')
   SAY: "What is the sound of this letter?" (Point to 1st letter 'b')

   LETTER NAMES: b c d f g h j k l m n p q r s t v w x y z a e i o u
   LETTER SOUNDS: b c d f g h j k l m n p q r s t v w x y z a e i o u

   (slash (/) those letters indicating correct responses; and circle (O) those letters in which responses were incorrect; when possible, note incorrect responses given below each corresponding circled letter.)

   TLC READING LEVEL as recorded from ITEM #6 = _____
   TLC SPELLING LEVEL as recorded from ITEM #9 = _____

   TESTER SIGNATURE:_____DATE_____

COMMENTS:_____

_____

_____

6. READING CHECK-UP: (Give the student the word list to read.)
SAY: "Please read the words on this page." (Instruct the student to read one line at a time across the page.) STOP after 5 consecutive errors.
(As the student begins to read, indicate the responses below as follows: slash (/) those words that are read correctly; circle (O) those words that are not read correctly; and when possible, note the incorrect responses, as given, below each corresponding circled word.)

___(12) and up but so it he something run me see we can
___(10) jump foot help baby mother play come bark same gave
___(8) suddenly rope heaven happened start farmer along around
___(7) can't circus herself smart platform exclaim understand
___(7) wouldn't street learn answers silver grave speaking
___(7) careless already delicious dumpling nation legion examples
___(6) criticize graciously snuggle natural punishment exercise
___(7) obey musical religion radiation medicine customarily yearling
___(6) future knowledge stallion abundance accidental preoccupy
___(5) redundancy forfeit commercially standardized impressionable
___(5) extraordinary physiology zephyr environmental intoxicating

---

SCORE:
Total all correct words:____MULTIPLIED BY .10 = _____(reading/grade)

---

7. Sentences to be dictated for the student to write ONLY if the student has a reading level GREATER THAN 2.0 or LESS THAN 3.0 as obtained from above:

a. The truck is in the mud.
b. Bud is Mrs. Hill's brother.
c. Jack is playing with matches.
d. The man and woman were married.
e. The bus stopped at the tracks.

8. Sentences to be dictated for the student to write ONLY if the student has a reading level GREATER THAN 3.0 or BETTER as obtained from above:

a. Pete is a runner.
b. Mrs. White rides to work.
c. The baby is crying.
d. Who is throwing the rope to Tony?
e. The workers will widen the runway.
f. The old man's clothes dried quickly.
g. Music is a cure for many things
h. Can you play the flute?

(In this section, you should be looking for basic skills as follows: sentence structure (capital letters, punctuation), correct word endings (double the consonant of short vowel word before adding ending, drop or keep "y" before adding ending), plural and possessive "s", etc. This information will help the student's tutor develop appropriate lessons

9. SPELLING CHECK-UP: Give each of the following words for the student to write on the back of his/her form. The words should be given in order as listed from the beginning of the list 1; upon completion of list 1, move to list 2, etc., or until the student makes 5 consecutive errors.

LIST 1	LIST 2	LIST 3	LIST 4	LIST 5
1. is	6. come	15. able	21. aboard	27. connection
2. now	7. door	16. dash	22. begun	28. wear
3. you	8. yard	17. begin	23. navy	29. machine
4. all	9. got	18. stood	24. beautiful	30. secure
5. must	10. blow	19. offer	25. trouble	31. total
	11. cast	20. rule	26. period	
	12. blue			
	13. eye			
	14. they			

LIST 6	LIST 7	LIST 8	LIST 9
32. difference	37. expense	41. athletic	44. exquisite
33. official	38. testimony	42. bicycle	45. orchestra
34. accept	39. coarse	43. convenient	
35. various	40. independent		
36. assure			

LIST 10
46. thoroughly
47. cemetery
48. tortoise
49. appropriate
50. proficiency

Total number correct = _____
(Compare score with scale below.)
SPELLING GRADE LEVEL = _____

# RIGHT	GRADE SCORE	# RIGHT	GRADE SCORE	# RIGHT	GRADE SCORE
0	1.0	18	3.5	35	6.6
1	1.3	19	3.7	36	6.8
2	1.5	20	3.9	37	7.0
3	1.7	21	4.1	38	7.3
4	1.8	22	4.2	39	7.5
5	1.9	23	4.3	40	7.7
6	2.0	24	4.5	41	8.0
7	2.1	25	4.7	42	8.4
8	2.2	26	4.9	43	8.8
9	2.3	27	5.1	44	9.3
10	2.4	28	5.2	45	9.8
11	2.5	29	5.4	46	10.5
12	2.6	30	5.6	47	11.2
13	2.7	31	5.8	48	11.7
14	2.9	32	6.0	49	12.5
15	3.1	33	6.2	50	13.0
16	3.3	34	6.4		
17	3.4				

ASSESSMENT PART I

STUDENT FORM

1. Name: _____

2. Address: _____

_____

_____

3. Phone: ___(_____)_____

4. Alphabet: _____

_____

_____

5. b c d f g h j k l m n p q r s t v w x y z a e i o u

6. and up but so it he something run

me see we can jump foot help baby

mother play come bark same gave suddenly

rope heaven happened start farmer along

around can't circus herself smart platform

exclaim understand wouldn't street learn

answers silver grave speaking careless already

delicious dumpling nation legion examples

criticize graciously snuggle natural punishment

exercise obey musical religion radiation

medicine customarily yearling future knowledge

stallion abundance accidental preoccupy redundancy

forfeit commercially standardized impressionable

extraordinary physiology zephyr environmental intoxicating

STUDENT'S NAME_____DATE_____

INTERVIEWER_____

1. Name something you enjoy doing. Why do you enjoy it?

2. Do you like to watch TV? (If yes, what are your favorite programs?)

3. Where were you born?

4. If you could change one thing in this country, what would you change? Why?

5. Have you even been on a trip? Where?

6. Why do you want to learn to read?

7. Name 3 things you wish you could read:

8. Name 3 things you wish you could write:

9. Finish this sentence: I hope that _____.

10. Finish this sentence: I wonder if _____.

11. Finish this sentence: I am good at _____.

CALCULATING THE READING LEVEL OF ANY MATERIAL:

There will be times when it is appropriate for you and your student to read various materials which do not contain a controlled vocabulary. Examples would be the newspaper, sales circulars, library books, other materials of interest, etc. How do you determine if the reading level of the material is appropriate for your student?

The following readability formula will help you too quickly determine the reading level of ANY material you choose to work with:

Take 100 words (for example, a paragraph or more) and determine the number of sentences that make up those 100 words. Let's say that your reading passage has 5 sentences. Now divide 5 into 100 (words) and you'll obtain the average number of words per sentence - 20. Take the number 20 and add it to the number of words in the passage (out of the 100) that contain three or more syllables. Perhaps 6 words contain three or more syllables. Add 20 + 6 to get 26. Multiply your total by (0.4), a constant.

20 + 6 = 26
26 x 0.4 = 10.4 (reading grade level)

Your reading passage would have a grade level of 10.4.

To make reading material easier to read, you must reduce the number of syllables in the words (use synonyms) and reduce the number of words in each sentence. Make shorter sentences.

(AVERAGE NUMBER OF WORDS PER SENTENCE, PLUS THE NUMBER OF WORDS WITH THREE OR MORE SYLLABLES TIMES 0.4 EQUALS THE GRADE LEVEL OF THE PASSAGE)

-Amy Wilson, TLC Training Coordinator

This is only one of many formulas available to determine the reading level of materials. Try it out on the news article listed below. (As always, you may check with your local literacy council or library to investigate other formulas.)

SPELLING:

Spelling may prove to be the most difficult and time consuming subject you will teach your student. It is important to remember that it is normal and common for our spelling level to be two levels behind our reading level. This holds true for ALL of us!

But, because it is critical that beginning students learn the importance of properly spelling social and sight words, we have enclosed several teaching alternatives for you.

(REMEMBER THAT THERE ARE EXCEPTIONS TO MOST RULES!)

A. **19 FUN WAYS TO TEACH SPELLING:**

1. "How many words can you make from the letters in the word '_____?' (fill in any word)
2. Seek-a-Word books
3. Flash cards of more difficult words.
4. Scrabble
5. Word families: bat, cat, rat, fat, sat, hat ...
6. Cut out pictures of words beginning with '____', and ending with '____'.
7. "Social Sight Words" with picture relationships.
8. Pick out one syllable words or root words from a longer words.
9. "When two vowels go walking, the first does the talking" i.e. b"a"ke, p"e"ach
10. The old rule: "I" before "E", except after "C".
11. Look up words in the dictionary. (alphabetizing)
12. Look up names in the telephone book.
13. "Spill-n-Spell" games.
14. Crossword puzzles
15. Compound words
16. Cut words out of magazines and alphabetize them.
17. Make his own dictionary of unfamiliar words to practice.
18. "Hang Man" game
19. Flash cards of social words such as student's address, name of employer, dept. working in, manager's name, signs at work, church, Pastor's name, child's school, principal and teachers' names, etc.)

B. USING THE "CLOZE" STRATEGY FOR SPELLING:

The term "Cloze" comes from the idea that our minds try to fill in the missing information when we only get part of a message. For example, when static blocks out a few words in a radio broadcast, we can still understand what is being said. In the same way, readers will naturally predict a missing word to "close" up a sentence. Cloze exercises were originally developed as a way to check whether a newspaper article would be readable by the general public. When the cloze method is used to measure the readability of a passage, every fifth words is deleted from the passage, and the reader is asked to fill in the gaps. Readability is judged on the basis of how many gaps the reader can fill with words that make sense.

You can adapt cloze exercises to encourage readers to use context cues to predict words. However, when preparing a cloze exercise for instruction, delete only highly predictable words from a passage in order to ensure that the reader will be able to make predictions.

Select a passage that is appropriate for teaching prediction. Do not delete any words from he first sentence or sentences in order that the reader has some meaning cues. Then delete from the rest of the passage some words that can be predicted from context. (Generally, you might delete about five words from a 100-word passage.)

1. Explain the purpose of the exercise: "You can use information from a sentence to predict a words to fill in the gap. Think about what the sentence is about, and try to come up with a words that would make sense. It is not important that you get the right word, but it should be a words that makes sense."

2. Model the exercise: Read until a gap is reached and suggest a word that might fit. Finish reading the sentence, then ask the learner if the word makes sense. Ask if he or she can suggest other words that make sense in the gap.

3. Ask the student to read the passage and to predict words for each gap. (He or she may need to read to the end of sentences in order to predict missing words.) Affirm appropriate choices with "Yes, that makes sense", or "That sounds good."

4. If a learner suggests words that do not make sense, ask how he/she decided on these words. Then help find the cues that lead to predicting words that do make sense and also fit the language pattern.

5. Encourage learners to apply this method in all their reading: that is, skip the unknown word, read to the end of the sentence, then try to predict a word that makes sense.

Cloze exercises can be modified to encourage readers to use specific aspects of context by deleting:

* Function Words (the, at, and, because) so that learners have to use language cues to predict words that "sound right."

* Content Words (names of things, action words) to encourage learners to use knowledge of the topic and meaning cues.

* Parts of Words (beginnings or ending) to encourage learners to attempt to print cues, i.e. "Last week, we w_____ to the city. After we did our shopping, we c_____ home." "Yesterday, I walk____ all the way to work."

Written by: Mary Norton
The Alberta Educational Communications Corporation
(Obtained through "Journeyworkers")

C. ADDITIONAL "CLOZE" STRATEGIES:

Cloze will provide an excellent review of spelling words, while also providing a context for spelling words. Whether you are teaching sight words or the words from a particular lesson you are working on, this format offers a simple method for reinforcing spelling review:

1. Use the current list of spelling words that your student is working with.

2. Prepare a sheet of short sentences relating to the spelling words, leaving a blank for the student to fill in missing words.

3. Have the student fill in each blank.

4. If the student cannot come up with the correct word, allow him/her to refer to the spelling list.

EXAMPLE: "boy, watch"

1. The new _____ came to our baseball game.

2. I like to _____ my kittens play.

Sight Words

Why Teach Words By Sight?

As a person becomes a more proficient reader, she begins to recognize more and more words by sight. Her reading speed increases since she no longer has to stop and sound out every word or try to figure it out from context. And as her speed improves, so will her comprehension. A tutor needs to help the student get to the point where most of the words she reads are "sight words."

The tutor may also choose to teach certain words as sight words from the beginning. These could include:

1. Words that appear frequently in general writing (*the*) or in material related to the student's own life or job situation (*inflammable*).

2. Words that have sounds that the student hasn't yet learned (such as long vowel sounds if the student is only working in *Skill Book 2* of the Laubach Way to Reading series).

3. Words that are irregularly spelled and are difficult to sound out phonetically (*answer, psychology*).

4. Words that the student has difficulty remembering from the stories in LWR.

5. Other words that the student selects to learn. These could come from many sources, including:

- language experience stories (see p. 51);
- forms and applications;
- job-related materials ;
- family names;
- road signs;
- other public signs such as those that appear on p. 45.

How to Teach Sight Words

1. Print the words you select on flash cards. Better yet, let the student make the cards with your help. The words are listed in order of frequency.

2. Introduce no more than ten new words at each lesson. Do not drill the student for long periods of time.

3. To make it easier for the student, introduce short vowel words first. If you are using the Laubach Way to Reading series, wait until the student is in *Skill Book 3* before introducing long and irregular vowel sounds.

4. Ask the student to use the word in a sentence if he has trouble remembering what the word on the card is. Write that sentence on the back of the flash card as a memory device.

5. Encourage the student to practice reviewing the flash cards at home.

6. Review often!

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300 Most Frequently Used Words

The following 300 words make up 65% of all written material. The words are listed in their order of frequency.

1. the
2. of
3. and
4. a
5. to
6. in
7. is
8. you
9. that
10. it
11. he
12. was
13. for
14. on
15. are
16. as
17. with
18. his
19. they
20. I
21. at
22. be
23. this
24. have
25. from
26. or
27. one
28. had
29. by
30. words
31. but
32. not
33. what
34. all
35. were
36. we
37. when
38. your
39. can
40. said
41. there
42. use
43. an
44. each
45. which
46. she
47. do
48. how
49. their
50. if
51. will
52. up
53. other
54. about
55. out
56. many
57. then
58. them
59. these
60. so
61. some
62. her
63. would
64. make
65. like
66. him
67. into
68. time
69. has
70. look
71. two
72. more
73. write
74. go
75. see
76. number
77. no
78. way
79. could
80. people
81. my
82. than
83. first
84. water
85. been
86. called
87. who
88. oil
89. its
90. now
91. find
92. long
93. down
94. day
95. did
96. get
97. come
98. made
99. may
100. part
101. over
102. new
103. sound
104. take
105. only
106. little
107. work
108. know
109. place
110. years
111. live
112. me
113. back
114. give
115. most
116. very
117. after
118. things
119. our
120. just
121. name
122. good
123. sentence
124. man
125. think
126. say
127. great
128. where
129. help
130. though
131. much
132. before
133. line
134. right
135. too
136. means
137. old
138. any
139. same
140. tell
141. boy
142. following
143. came
144. want
145. show
146. also
147. around
148. form
149. three
150. small
151. set
152. put
153. end
154. does
155. another
156. well
157. large
158. must
159. big
160. even
161. such
162. because
163. turned
164. here
165. why
166. asked
167. went
168. men
169. read
170. need
171. land
172. different
173. home
174. us
175. move
176. try

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177. kind
178. hand
179. picture
180. again
181. change
182. off
183. play
184. spell
185. air
186. away
187. animals
188. house
189. point
190. page
191. letters
192. mother
193. answer
194. found
195. study
196. still
197. learn
198. should
199. American
200. world
201. high
202. every
203. near
204. add
205. food
206. between
207. own
208. below
209. country
210. plants
211. last
212. school
213. father
214. keep
215. trees
216. never
217. started
218. city
219. earth
220. eyes
221. light
222. thought
223. head
224. under
225. story
226. saw
227. left
228. don't
229. few
230. while
231. along
232. might
233. close
234. something
235. seemed
236. next
237. hard
238. open
239. example
240. beginning
241. life
242. always
243. those
244. both
245. paper
246. together
247. got
248. group
249. often
250. run
251. important
252. until
253. children
254. side
255. feet
256. car
257. miles
258. night
259. walked
260. white
261. sea
262. began
263. grow
264. took
265. river
266. four
267. carry
268. state
269. once
270. book
271. hear
272. stop
273. without
274. second
275. later
276. Miss
277. idea
278. enough
279. eat
280. face
281. watch
282. far
283. Indians
284. really
285. almost
286. let
287. above
288. girl
289. sometimes
290. mountains
291. cut
292. young
293. talk
294. soon
295. list
296. song
297. being
298. leave
299. family
300. it's

Taken from: *3000 Instant Words* by Elizabeth Sakiey and Edward Fry.

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Social Sight Words

ADULTS ONLY
ASK ATTENDANT FOR KEY

BEWARE
BEWARE OF THE DOG
BUS STOP

CAUTION
CLOSED
CONDEMNED

DANGER
DENTIST
DON'T WALK
DO NOT CROSS
DO NOT ENTER
DO NOT REFREEZE
DOCTOR (DR.)
DOWN

ELEVATOR
EMERGENCY EXIT
EMPLOYEES ONLY
ENTRANCE
EXIT
EXIT ONLY

FIRE ESCAPE
FIRE EXTINGUISHER
FIRST AID
FRAGILE

GENTLEMEN

HANDLE WITH CARE
HANDS OFF
HELP
HIGH VOLTAGE

IN
INFLAMMABLE
INFORMATION
INSTRUCTIONS

KEEP AWAY
KEEP CLOSED AT ALL TIMES
KEEP OFF (THE GRASS)
KEEP OUT

LADIES
LAST CHANCE FOR GAS
LISTEN
LIVE WIRES
LOOK

MEN
MEN WORKING

NEXT
NEXT WINDOW
NO ADMITTANCE
NO CHECKS CASHED
NO CREDIT
NO CREDIT CARDS ACCEPTED
NO DOGS ALLOWED
NO DUMPING
NO FIRES
NO LOITERING
NO FISHING
NO HUNTING
NO MINORS
NO SMOKING
NO SMOKING AREA
NO SPITTING
NO SWIMMING
NO TRESPASSING
NURSE

OFFICE
OPEN
OUT
OUT OF ORDER

PEDESTRIANS PROHIBITED
POLICE STATION
POST NO BILLS
POST OFFICE
PRIVATE
PRIVATE PROPERTY
PULL
PUSH

REST ROOMS

SMOKING PROHIBITED
STEP DOWN
STOP

THIS END UP
THIS SIDE UP

USE BEFORE (DATE)
USE OTHER DOOR

VIOLATORS WILL BE PROSECUTED

WALK
WANTED
WARNING
WATCH YOUR STEP
WET PAINT
WOMEN

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How To Study A Word

1. Look at the word.

2. Say the word. — "kitchen"

3. Note the parts that are written the way they sound. — [k][i] t [c h] e [n]

4. Note the parts that are not written the way they sound. — k i [t] c h [e] n

5. Note any special points to remember. — /c/ sound made by *k*; silent *t*; final vowel sound represented by *e*

6. Say the word again. — "kitchen"

7. Say the letters in sequence—as you look at the word. (If the word has more than one syllable, a beginning student may say the letters for each part of the word as the tutor pronounces that part.) — "k-i-t-c-h" "e-n"

8. Look at the word again. Say it.

"kitchen"

9. Close your eyes and see the word in your mind.

10. Spell the word aloud as you see it in your mind. — "k-i-t-c-h-e-n"

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11. Write the word without looking at a model.

12. Check to see if you are right.

Adapted from: Laubach Way to Reading *Teacher's Manual for Skill Book* 2, p. 20 (New Readers Press, 1981), Laubach, Kirk, and Laubach.

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Other Word Attack Techniques

When a student encounters a word that she doesn't already know by sight, she can use basic phonics skills such as those taught in the Laubach Way to Reading series.

In *Skill Book 2*, she also begins to work on the two techniques described below.

Context

She begins to use the context of a sentence or story to help figure out what the new word is. She can then confirm her guess by applying her phonics skills. For example, the student might be confronted with the following sentence and not recognize the italicized word:

Mary gives her son some *change* to buy ice cream.

The student figures out from the context that the word must be "money" or something like that. She sees that the word begins with the sound /ch/ and realizes that it must be "change."

A student can also use context to help her read a word that isn't part of a sentence. For example, the four-letter word on a red and white six-sided traffic sign is probably going to be "STOP."

Word Families or Word Patterns

After developing a basic understanding of phonics, the student goes on to learn that she can make many new words simply by changing the beginning consonant sound in a word. For example, from the *-at* family, she can make *bat*, *chat*, *brat*, or *splat*.

She also learns that these words rhyme. Once she has mastered a particular pattern, she'll be able to read many new words without spending time to blend each individual sound in the word.

This technique is also valuable with students who have difficulty pronouncing an isolated vowel sound in the middle of a word. For them, it is simply easier to combine the vowel sound with the word ending (*-am*) and then add the beginning consonant sound (*Sam*).

If a student is using the LWR series, she is usually ready to begin working with word patterns in *Skill Book 2*. At that point, all the one-letter beginning consonant sounds have been introduced as well as four beginning digraphs (*sh*, *ch*, *th*, and *wh*). As new digraphs and blends are introduced, you can include them for practice when making new words in each family.

1. How to Teach Word Patterns
   a. Choose known words with rhyming end patterns (example: *hand*).
   b. Write the word at the top of a piece of paper.
   c. Put rhyming word under it.
   d. Say to the student: "If *h-a-n-d* is *hand*, what is *b-a-n-d*?"
   e. If the student responds correctly, add another word in the pattern.

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-and
band
land
sand

f. If the student cannot give the correct response, review the beginning consonant sound and the rhyming ending (*b-and*).

2. Helpful hints

a. You can use nonsense words and have the student tell you if it is a real word (example: *gand*). Be careful of this exercise because some words would be real but incorrectly spelled (*cand* for *canned*).

b. Take care not to confuse students with ending sounds that can be spelled more than one way (*fix, picks*).

c. The list below includes short vowel patterns that can be taught from words that were introduced in the first two levels of the Laubach Way to Reading series. The Focus on Phonics series from New Readers Press also includes practice on word patterns. *Focus on Phonics 3* emphasizes long-vowel patterns.

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RECIPROCAL QUESTIONS (REQUEST)

BACKGROUND AND PURPOSES

1. The terms "Reciprocal Questions" and "ReQuest" are interchangeable

2. The primary purpose of ReQuest is to improve a student's comprehension skills by having a tutor and student take turns asking each other questions about the story.

3. When participating in the ReQuest Strategy, the tutor should try to demonstrate effective questioning techniques. Ideally, the student will begin to emulate the tutor's questions, and eventually, those questions will become internalized in the student.

4. Reference: Manzo, A.V. The ReQuest Procedure, Journal of Reading, November 1969, 123-126, 163.

INSTRUCTIONAL SEQUENCE

1. Use one of the following statements to define your goal: "Today I am going to show you how asking questions helps you to understand what you read" . . . "As you read the first sentence, try to think of questions that you could ask me about the story."

2. You and the student should silently read the first sentence in the selection . . . ONLY THE FIRST SENTENCE TO START!

3. Afterwards, encourage the student to ask you as many questions as he wishes about the first sentence. You might suggest that the student try to ask the types of questions that teachers ask.

4. Answer each question as clearly and concisely as possible. It is misleading and instructionaly unsound to "play dumb."

5. When the student cannot generate any questions, or any more questions, you should ask him questions that will (a) highlight the important details in the passage, and (b) will cause the student to react to the materials in a more sophisticated manner. Because you are now serving as a model, you should explain to the student why you are asking a specific type of question.

6. After you have exhausted your series of questions, repeat the procedure (silent reading - student questions - tutor questions) with the following sentences in the first paragraph.

7. The procedure should continue until the student can: (a) pronounce all of the words in the first paragraph, (b) demonstrate literal understanding of the sentence, (c) formulate good purposes for reading (as indicated through his questions), (d) make reasonable predictions/ evaluations of the story content.

8. Depending on the length of the first paragraph, you might continue the ReQuest procedure with the second paragraph. However, it may be self-defeating to continue the procedure beyond 2-3 paragraphs.

9 Later the procedure may be used with the WHOLE story.

LANGUAGE EXPERIENCE APPROACH (LEA):

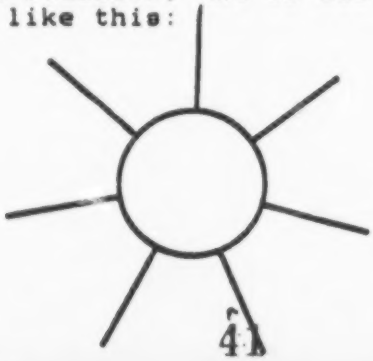
With all of the supplemental teaching materials and aids available, why create your own?? The answer is easy. Some of the very best materials come from students themselves. This approach is called the Language Experience Approach (LEA).

The Language Experience Approach (LEA) is an important part of the tutoring process. It allows the student and the tutor the following advantages:

* Student realizes that reading and writing are not isolated skills and can be connected to personal experiences
* Student can think, talk, write, and read about anything of interest to them, and so can others
* Adds interest and variety to a lesson
* Tutors can generate and use text containing words that are in the student's oral vocabulary
* Address topics of immediate need to the student
* Student can experience immediate success with language
* Can be used ANYTIME
* Provide strength to the lesson structure
* Can save a faltering lesson
* Can be modified to fit the individual student's needs and interests
* Should be used with all students

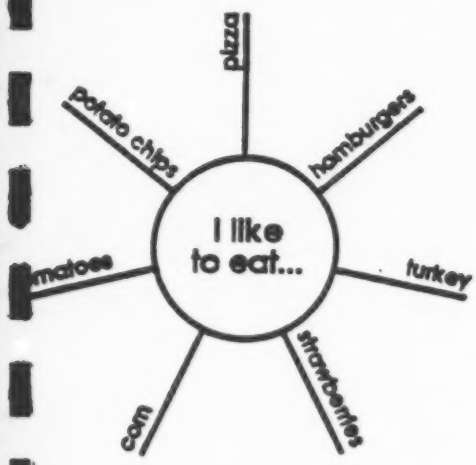
LITSTART suggests that tutors keep a separate file on all language experience stores written by the student. You may later draw on this file, as it will provide excellent materials for future lessons; can be used for reading, writing, and spelling; and one LEA can be the content for another one. Also, LEA's provide a way for the student to measure his/her progress. Part of a lesson can be spent rereading language experience stores. Students are AMAZED at how fast their reading and writing improve using LEA's, and you will be, too.

The following LEA strategy can be used for beginners, intermediates, and advanced students, and is called "word mapping". A word map diagram will look like this:



When teaching LEA's to beginning students, the tutor supplies words of phrases to make the word map, students create text from the map, and reads the sentences written. The LEA writings become more difficult as the students abilities increase. The samples below were obtained form LITSTART:

1. Student supplies topic.
2. Tutor supplies words or phrases to make a word map.



1. The tutor picks a word or phrase and writes it in the center of the paper.
2. The student supplies words that come to mind about the topic.

1. The student supplies a topic.
2. The tutor (or student, if appropriate) prepares a word map.
3. The student uses the map to write a story.
4. The student reads the story.

I like to eat pizza.

I like to eat hamburgers.

I like to eat turkey.

I like to eat strawberries.

I like to eat corn.

I like to eat tomatoes.

I like to eat potato chips.

At Christmas time my brother and I like to go shopping for presents. We trim each tree in our yard with red and green lights. We buy a turkey for Christmas dinner. The whole family goes to church on Christmas.

I'd like to tell you about myself. My name is Maria and I am 54 years old. I worked at a Ford factory and I've just retired. I've been divorced for the last 19 years and have raised a wonderful son all by myself. He is a college graduate and he has a wife and three wonderful children. I love to have them over and cook. My son says I'm the best cook in the world. I also like to grow and eat my own vegetables. After I learn to read better, I want to get my driver's license.

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The **Laubach Way to Reading, Tutor Workshop Handbook** provides the following comprehensive approach to using Language Experience:

What Does The Student Talk About?

The student can talk about anything he/she wants. Often they will come to class wanting to share something that has happened to them since your last tutoring session. You can use that as the basis for language experience story. If a topic doesn't readily come to mind or the student seems shy or hesitant, try using one of the following discussion starters:

1. Possible Topics:

   * your family when you were growing up

   * what you most like to do on your day off;

   * the worst day of your life;

   * your ideal vacation;

   * how you feel about learning to read;

   * something you like to cook and how you make it;

   * what you would say to the mayor if you could meet her;

   * your favorite television show;

   * what you'd like your children to have in the future;

   * the job you'd most like to have.

2. Activities to generate discussion:

   * Ask her to describe a picture that you bring to class or to tell how she feels about it.

   * Invite her to talk about a photo that she herself brings to class.

   * Read a story or magazine article to her. Have her retell it in her own words.

   * Read a letter from a personal advice column in the newspaper. Let her tell how she would answer it.

   * Give sentence starters (I can..., I want..., I don't ever...) which the student completes. Let her explain answers if she wants to.

Writing the Story

The tutor usually writes the story to make it easier for the student to concentrate on what she wants to say rather than on the struggle of writing it down. Follow these steps:

1. Print the story.
2. Write the story exactly as the student says it—even if she doesn't use "proper" grammar.
3. Use correct spelling and punctuation.
4. Leave about one inch between each line.
5. Make two copies using carbon paper.
6. Keep the story relatively short. Four or five sentences are plenty for the beginning student.

Reading the Story

1. Read the entire story aloud to the student while you draw your finger under each line. Ask her to correct any part you didn't get right or that she would like to change.
2. Read each sentence aloud, drawing your finger under the words as you read them. Ask the student to read each sentence after you. Again, use your finger as she reads.
3. Ask the student to read the whole passage aloud. Give help where needed.

Building Reading Vocabulary

1. Ask the student to pick out words she'd like to learn to read.
2. Select any others that you think are important, but keep the total to no more than ten (fewer for a beginning student).
3. Ask the student to print each of these words on a separate card (you can cut index cards to make these).
4. Tell the student to place each card under the same word in the story and read it aloud as she does so.
5. Shuffle the cards and ask the student to read each one—going back to the story if she needs help.

Teaching Other Skills

If you are using the Laubach Way to Reading series as your core teaching materials, select activities that reinforce skills that the student has been working on in her skill books. Below are listed, by skill book, possible activities you could direct your student to complete.

LWR Skill Book 1

- Circle every *e* (or some other letter) in the story.
- Underline every capital letter.
- Count the number of sentences.
- Reconstruct a sentence from flashcards on which the tutor has written each word of the sentence.

LWR Skill Book 2

- Make as many words as possible by adding different consonant sounds to selected word patterns (such as *-ent*, *-ill*, *-ad*). Set them up as follows:

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-ent
went
bent
dent
lent
sent
tent

- If there are direct quotes in the story, practice reading them with excitement, anger, sadness, boredom, etc.
- Select a word that begins with a consonant blend (*st*). Think of other words with that same blend (*st*art, *st*op, *st*uck). Let the tutor write them. Then practice reading them.
- Together with the tutor, select a word ending (walk*ing*, love*s*, Mary*'s*) that you have studied. Select words from the story and write them on a separate piece of paper. Tell what each word would be if you add this ending. Write the new word. Then use it in a sentence orally.(You can do a similar exercise by deleting endings from wordsin the story.)
- Pick a title for the story.

LWR Skill Book 3

- Together with the tutor, select a word with a long vowel sound. Tell what it would be if the sound were changed to a short vowel sound. Example: *made/mad*. Or reverse the process: *not/note*.
- Write contractions from the story on a separate piece of paper. Tell what words they stand for (*wasn't/was not*).

LWR Skill Book 4

- Pick out all the descriptive words/adjectives.
- Select words from the story. Write them on a separate piece of paper. Tell what the words would be if you added a particular prefix (such as *un-*, *re-*, *non-*). Write the new word next to the original word. Use it orally in a sentence.
- Together with the tutor, select a word from the story that has one of the vowel sounds taught in *Skill Book 4* . Read other words with the same sound (and same spelling of the sound) after the tutor writes them: cr*ow*d, c*ow*, h*ow*.
- Locate places mentioned in the story on a city, state, or U.S. map.

Review

1. The student takes the word cards and story home to study.

2. You take the carbon copy. You may want to type it and put it in a three-ring notebook to become part of a permanent collection of the student's stories.

3. If the student's grammar or sentence structure is poor, you might work on some of those skills in future lessons. In that case, prepare a corrected version of her story. Explain that this is another way to say the same thing. Have her practice reading both versions.

Adaptations

1. For Beginning Students

With students who can read very few words and have little confidence in their ability to learn, tutors should use a controlled version of this approach. You'll still be able to use the

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student's own words, but you won't overwhelm her by asking her to read a story in which virtually every word is new.

Sentence completion activities are more appropriate for such students. Print sentences such as the following on a piece of paper. Read them to the student and ask her to fill in the blanks. Write what she says. Then read each sentence and have her read it after you. Make flash cards of selected words and use other learning activities such as those suggested above for beginning readers. Encourage the student to explain why she chose the words she used.

My children's names are _____.
My favorite day of the week is _____.
I think I am _____.
When I think of death, I feel _____.
I really don't like to _____.

2. For More Advanced Students

The student can do the writing herself on a topic she selects or that is assigned by the tutor. Explain to her that it is more important that she get her thoughts on paper than worry about spelling, handwriting, or grammar. You can work together on those things later.

Instead of writing the story on paper, you might have the student write with a simple word-processing program on a computer. Or she can use a software program designed for use with language experience.

3. When Writing Inhibits the Student

Some students may feel awkward or lose their train of thought if they have to speak slowly enough for the tutor to print each word they say. When this happens, consider using a tape recorder and transcribing the sections you want to use before your next lesson.

4. For Groups of Students

Involve each of the students. Write a sentence on the board and ask each person how they would complete it. Write all the answers. Examples:

The most important word in English is _____.
A friend should be _____.
I feel happiest when I _____.

Sample Language Experience Stories[1]

I would like to say, believe it or not, when we are going to school the teacher wouldn't let us talk too much about what was happening in the changing of the times. Like when the Civil Rights started real strong they would say don't be talking about this around so many people. But I could never understand why they didn't want us to talk about it. Until now they really were afraid of the white people.

When a child is going to be born in Cuba, we make a fruit liquor. If I am pregnant one or two months, my mother makes a big pot of syrup, with sugar, water, and all kinds of fruit. We put it away inside a dark room. When the baby is born, we open it and the visitors drink the liquor. The father gives cigars to the men.

---

[1]Taken from: *Using Language Experience with Adults* (New Readers Press, 1975), Kennedy and Roeder.

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OTHER LANGUAGE EXPERIENCE ACTIVITIES

1. Put a circle around one syllable words.

2. Put a square around more than one syllable words.

3. Finds words that have: short vowels, long vowels, plurals, blends, compound words, contractions, suffixes, prefixes, etc.

4. Find words that end/begin alike with specific consonants.

5. Find rhyming words.

6. Find vowel and consonant patterns.

7. Find words in a dictionary that begins like a word from LEA.

8. Use a list of prefixes to add to a word to change its meaning

9. Select a word from LEA, make new words using the same letters

10. Select a long word from LEA. Write letters going down. For each letter, student finds a words from LEA with same beginning.

11. Make vowel/consonant cards. S. finds words that fit pattern

12. Consonant substitution: cat plus lake = cake
    Medial vowel substitution: cat plus mut = cut

13. Find words and make them plural. Initial sounds.

14. Structurally related words: plurals, -ing ending, -ed ending

15. Give three picture words. Student find LEA words that begin with same sounds.

16. Display individual sounds or movable letter-word combinations - include pictures and written words

17. Make new words by adding endings -s, -ing, -ed to LEA words

18. Find 10 words that end with a suffix. For example: -ly

19. Find 10 words that begin with a prefix. example: un-

20. Find words that go together to make compound words.

21. Find words that are possessive.

22. Pick words from file - write them deleting the first letter. Add new letter or letters to make a new word.

23. Find words that have short or long vowels (a, e, i, o, u)

24. Find words that have two vowels together.

25. Select words from file, write word and rhyming words.

26. Make employment vocabulary alphabet: a = application, b = birth day, c = company, d = date, etc.

IDEAS TO GET EXPERIENCE STORIES

1. Use directed questions. Here are a few examples:

* If you could have 3 wishes in life, what would they be? Why?
* What is your favorite hobby? Describe it?
* Explain the type of work you do. What parts of it do you like, and what parts do you dislike?
* What is the strangest thing that ever happened to you?
* Describe one of your funniest moments.
* What's the best thing/time that's happened in your life?
* What's the worst thing/time that's happened in your life?
* Write a story about your family/spouse/son/daughter.
* Have you ever made a mistake in life? Tell me a memorable one.
* If there's anything you could change in your life, what would it be? Why?
* What do your like about the President's/Governor's recent performance?
* What's your favorite sports team?
* What was the best choice that you've made in the last 5 years?

2. Take a picture from a magazine, newspaper, a poster, etc. and ask your student to tell a story about it.

3. For some students, you may want to use incomplete sentences as paragraph starters. Most directed questions from section 1 can be made into an incomplete sentence if your student is more comfortable that way. For example: "What's your favorite hobby?" can be reworded as "My favorite hobby is . . . .

I like . . .
I dislike . . .
I fear . . .
I admire . . .
I believe . . .
I love . . .
I want . . .
I hate . . .
I trust . . .
I think . . .

4. Read a story that interests your student and, as you go along, ask him to summarize the story. This technique is good in helping to strengthen comprehension. Use newspaper articles, magazines, or a book chosen by your student.

5. Ask your student to retell a movie or TV plot that interests him. You can follow this up in another class by reading together from the newspaper or TV guide.

6. If your student enjoys music, ask him to dictate the words from one of his favorite songs. Copy the words and use it an an experience Story.

DUET READING (THE "NEUROLOGICAL IMPRESS METHOD:

There may be times when a student needs or wants to read material that is above his present reading level. As a tutor, you can help him to do this by reading it aloud with him. The duet reading method also enables the student to:

* increase his vocabulary and fluency of reading;

* gain confidence in his reading ability;

* learn to read with expression; and

* begin t discover that reading can be enjoyable.

The method is especially good for student who have finished **Skill Book 3 of the Laubach Way to Reading series.** However, you may choose to use the method with a student who is working in the first two books if:

* the student already has a fair-sized sight vocabulary; or

* he reads hesitantly or word by word. (With this type of student, you can use this method with one of the stories he is currently studying.)

In a California study, students with severe reading handicaps received 7 1/2 hours of instruction in this method over a 6-week period. Their average reading gain was 2.2 levels. The method has also been used with students who have a stuttering problem.

Directions:

CHOOSE SOMETHING THAT'S A LITTLE "TOO HARD" FOR THE STUDENT:
Help the student select something to read that is about 2-3 grade levels above the student's reading ability. The material should be on a topic of interest to the student. If may be a book, a pamphlet, or a brochure.

BEGIN READING TOGETHER:
Read the book aloud together. You should read a normal speak, trying to use expression and following punctuation. The student reads along, trying to keep up with you.

USE YOUR FINGER:
Move your finger beneath the lines being read. This helps the student keep up. It also help him practice reading form left to right and bringing his eye back to the beginning of each new line without losing his place.

KEEP GOING:

Continue to read at a normal rate even if the student hesitates over a word or falls slightly behind. After a few sessions using this method, it will become easier for the student to keep up. It will be a challenge, and he will begin to look ahead at coming words to keep from falling behind.

If the student stops completely, you should also stop, rest, offer the student encouragement, and begin again. Try spending at least ten minutes at the end of each tutoring session using this method.

NO QUESTIONS:

Do not stop to explain the meaning or a words unless the student requests it. Do not ask any questions to see if the student understood the story. The material is to be used ONLY as an oral reading exercise.

IS THE BOOK TOO HARD OR TOO EASY?

If the student keeps up with little effort, select more difficult materials so that it will be a challenge. If the student has a great deal of difficulty in keeping up, recognizes few words, and is becoming very frustrated, use easier material.

KEEP IN MIND:

Do not ask the student to read aloud from the material by himself. Since it is above his reading level, it may be a frustrating experience. Occasionally you may wish to spend a few minutes reading aloud to the student. This should be from material of interest to the student; it can be several levels above his reading level. It will help motivate the student to improve his own reading in order to be able to read and enjoy similar material on his own.

Many students with reading problems were never read to as children, so this can be a valuable experience in helping them in several ways. It can motivate them to practice reading on their own. It can introduce stories that parents can orally tell their children.

Laubach Way to Reading,
Tutor Workshop Handbook
New Readers Press

DUET READING EXERCISE:

Care to try it out? To do so, you will need a partner. The partner should take the roll of the tutor, and you are the student. This exercise will make you sensitive to your student when using duet reading.

1. Give this page to your "tutor." **DO <u>NOT</u> READ IT FIRST!!**

2. When the "tutor" is ready, turn your page (following exercise) over and begin reading together.

3. The "tutor" should be familiar with the rules preceding the exercise.

4. Discuss how you felt.

<u>FACIAL EXPRESSIONS AND HEAD MOVEMENTS</u>

Can you tell how someone feels about you by reading body language? Authorities claim you can, from the look of scorn, however fleeting, to the subtle nods and bright eyes that say someone is receptive to your thought.

Katie, seventeen, says, "My friend's mother doesn't like me. I know she doesn't." I asked Katie why she thought this. "Well, for one thing, she doesn't look at me when I talk to her," Katie explained. "She looks away towards the door or across the room, as though she wants to escape. And sometimes she looks at me as if to say, 'You look funny in those clothes.' I guess it's the way her eyes look cold and her lips are pressed together. She doesn't need to say one negative word to me." The mother's body language had sent a message loud and clear.

Imagine a look of mockery on your own face. Teeth come together, lips close with a slight downward turn. Usually we are quick to erase such a look from our face before others see our inner thoughts. If you are observant, though, you may learn to catch all the meaning behind the mask people wear - or think they wear. As you become more in tune with body communications, you will know when to give your friends or your parents a wide berth. You will spot the times people are tense. You will also begin to understand your own body language, to be aware of what messages <u>you</u> send.

Reading exercise to demonstrate duet reading

Rewritten by Billie Norman from

Understanding Body Talk, Elizabeth McGough

fashul eckspetions and hed moovmints

can yu tel how sumwun feals ubowt yu bi reding boddi langwij? authoryteas klame yu can, frum thu luuk uv skorne, however phleting, too thu suttle nods and brite ize that sae sumwun iz reeseptyv too yor thauts.

katee, cevintene, sez, "mi frends muthir duznt like mee. i noe she duznt." i askt katee whi she thaut this. "well, for wun thing, she duznt luuk at mee when I tawk too hir," katee ecksplaned. "she luuks uwae tord thu dor or ukross thu rume, as thoe she wonts too esscaip. and sumtimes she looks at mee as if too sae, 'yu luuk phunnie in those klothes.' i ges its thu wae hir ize luuk cold and hir lips ar presst toogethir. she duznt nede too sae wun negutiv werd too mee." thu muthirs boddi langwij had sent u messij lowd and klere.

emmajin u luuk uv mokkirie on yor fais. teeth kum toogethir, lips kloze with u slite downwerd tirn. uzhuuly we are kwik to eerace such u luuk frum owr fais beefor uthers see owr inner thauts. if yu are obzirvint, thoe, yu mae lirn too kach all mening beehind thu mask peepul ware—or think thae ware. as yu beekum moar in toon with boddi comunicaissions, yu will noe wen too giv yor frends or yor parints u wide burth. yu will spot thu times peepul are tens. yu will aulsoe beeginn to understand yor one boddi langwij, too bee uwair uv whut messijez *yu* send.

Barsch Learning Style Inventory

To gain a better understanding of yourself as a learner you need to evaluate the way you prefer to learn. We should develop a style which will enhance our learning potential. The following evaluation is a short, quick way of assessing your learning style.

This is not a timed test; try to do as much as you can by yourself. You surely may, however, ask for assistance when and where you feel you need it. Answer each question as honestly as you can. There are twenty-four questions.

When you have finished, transfer each number to its proper place on the last part. Then, total each of the three columns on that page. You will then see, very quickly, what your best channel of learning is. At that point you will know whether you are a visual, auditory, or tactile learner. By this we mean, whether you as an individual learn best through seeing things, hearing them or through the sense of touch (writing).

For example:

If you are a visual learner, that is, you have a high visual score, then by all means be sure you see all study materials. Use charts, maps, filmstrips, notes, and flashcards. Practice visualizing or picturing spelling words, for example, in your head. Write out everything for frequent and quick visual review.

If you are an auditory learner, that is , you have a high auditory score, then be sure to use tapes. Sit in the lecture hall or classroom where you can hear lectures so you can review them frequently; tape them frequently. Tape your class or lecture notes. After you read something, summarize it on tape. Verbally review spelling words and lectures with a friend.

If you are a tactile learner, that is, have a high tactile score: trace words, for example, as you are saving them. Facts that must be learned should be written several times. Keep a supply of scrap paper just for this purpose. Taking and keeping proper notes will be very important.

Scoring Procedure:

OFTEN: 5 Points
SOMETIMES: 3 Points
SELDOM: 1 Point

VISUAL		AUDITORY		TACTILE	
No.	Pts.	No.	Pts.	No.	Pts.
2	____	1	____	4	____
3	____	5	____	6	____
7	____	8	____	9	____
10	____	11	____	12	____
14	____	13	____	15	____
16	____	18	____	17	____
20	____	21	____	19	____
22	____	24	____	23	____
VPS=		APS=		TPS=	

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LEARNING STYLES INVENTORY-BARSCH

	OFTEN	SOMETIMES	SELDOM
1. Can remember more about a subject through listening than reading.	____	____	____
2. Follow written directions better than oral directions.	____	____	____
3. Like to write things down or take notes for visual review.	____	____	____
4. Bear down extremely hard with pen or pencil when writing.	____	____	____
5. Require explanations of diagrams, graphs or visual directions.	____	____	____
6. Enjoy working with tools.	____	____	____
7. Are skillful with and enjoy developing and making charts and graphs.	____	____	____
8. Can tell if sounds are matched when presented with a pair of sounds.	____	____	____
9. Remember best by writing things down several times.	____	____	____
10. Can understand and follow directions on maps.	____	____	____
11. Do better at academic subjects by listening to lectures and tapes.	____	____	____
12. Play with coins or keys in pockets.	____	____	____
13. Learn to spell better by repeating letters out loud than by writing words on paper.	____	____	____
14. Better understand a news article by reading about it in the paper than by listening to the radio.	____	____	____
15. Chew gum, smoke, or snack during studies.	____	____	____
16. Feel the best way to remember is to picture it in your head.	____	____	____
17. Learn spelling by "Finger Spelling" the words.	____	____	____

18. Would rather listen to a lecture or speech than read about the same material in a book. ____ ____ ____

19. Are good at working and solving jigsaw puzzles and mazes. ____ ____ ____

20. Grip objects in hands during learning periods. ____ ____ ____

21. Prefer listening to news on the radio rather than reading it in the newspaper. ____ ____ ____

22. Obtain information on an interesting object by reading relevant materials. ____ ____ ____

23. Feel very comfortable touching others; hugging, handshaking, etc. ____ ____ ____

24. Follow oral directions better than written ones. ____ ____ ____

EVALUATING YOUR LESSONS

It is critical that you become accustomed to evaluating your lessons after each session with your student. Below you will find a simple, but thorough, lesson evaluation. This should be used by you upon completion of each lesson. We suggest that you make a copy of this evaluation, and tape it to the inside of your notebook.

QUESTIONS TO ASK YOURSELF

1. What ARE my student's goals?

2. What activities did we do today that directly related to my student's goals?

3. What parts of my lesson seemed to give my student a positive feeling of accomplishment? achievement?

4. What parts of my lesson were fun for my student today?

5. What parts of my lesson were challenging and a little difficult for my student today?

    a. were there any parts of my lesson which did not go over well and were frustrating for my student?

    b. what different approach can I take in presenting this material next week which may help my student to understand it better?

6. Did I include some review in my lesson today?

7. Did I end my lesson on a positive note with my student today?

Be assured that you are not alone if every lesson is not as "successful" as the last. The alternatives offered in this handbook should provide you with a base for fine tuning your lesson structure.

STUDENT PROGRESS DATA FORM

The following progress data form was created by CCVL at the request of our tutors. This format helps tutors to track the progress their student is making on an on-going basis. You may find this helpful as well. The information used to complete this, is the same information you use to complete your Monthly Attendance Calendars. If you are working independently of a community based literacy organization, it isn't necessary for you to submit a monthly calendar to your local office. In which case, it would be wise to choose either the Student Progress Data form (below) or the Monthly Attendance Calendar (following page) for keeping track of your lessons as well as your student's progress. If you must submit a monthly calendar, then the progress form below should be kept for YOUR records.

STUDENT PROGRESS DATA

STUDENT NAME:_____ START DATE:_____END DATE_____

ADDRESS:_____ TELEPHONE #:_____

PRE-ASSESSMENT LEVEL:_____ POST TEST SCORE:_____

DATE	TIME	SKILL BOOK LEVEL/LESSON	SUPPLEMENTAL MATERIALS

MONTHLY TUTORING AND ATTENDANCE CALENDAR
(TO BE MAILED IN BY THE 5TH OF THE FOLLOWING MONTH)

TUTOR: _____ STUDENT: _____

MONTH/YEAR____/____ TOTAL TUTORING HOURS_____ TL. PREP. & TRAVEL HRS_____

INSTRUCTIONS: Enter date in small box; enter lesson # in large box; enter total tutoring time that day; if cancelled, enter reason!

MONTH END REPORT:

A. STUDENT STATUS: ___New Student ___Active ___Inactive ___Terminated

B. STUDENT PROGRESS:
Text/Lesson: _____

Supplementary Materials: _____

C. STUDENT ACHIEVEMENTS:
___Became a Citizen
___English Conversation Improved (ESL only)
___Obtained Library Card
___Obtained Driver's Permit
___Obtained Driver's License
___Comments: _____
___New Job
___Better Job
___Job Promotion
___Reading Other Materials (what materials? _____

D. TUTOR NEEDS: _____

_____

E. COMMENTS: _____

_____

Thank You!

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LESSON PLANNING:

A lesson plan is an outline of specific topics that you intend to cover in a particular session with your student. A good tutor will take the time to create a thorough lesson plan before each session. It is a good idea to develop a format, and stick to it. The success of each session lies with a properly planned lesson.

A typical lesson will contain the following three parts:

1. BASIC SKILLS:

   pre-reading

   language experience

   spelling

2. REINFORCING SKILLS

   supplemental readers

   phonics

   tutor produced materials

   duet reading

   word families

   sight words

   writing

3. MEETING INDIVIDUAL GOALS / NEEDS

   filling out forms

   social sight words

   reading children's story books

   basic math (as in preparing to open a checking account)
   writing letters

A good lesson plan will also allow for the following:

* BACK-UP PLANS
* EXTRA WORK
* IDEAS FOR NEXT LESSON

A typical lesson will take about one and a half hours. Each student is different. If basic skills are the primary concerns, spend most of your time in that area. All students want to experience "quick" success. LISTEN to your student. ADDRESS his/her needs. Perhaps you will come to a lesson fully prepared to follow your lesson plan, and find that your student has an immediate need (has to fill out an insurance form) ALWAYS be flexible. Although it is necessary to cover all of the outlined areas, if you fail to meet your student's needs, you will lose him/her.

What should you have in your lesson plans?
The Greater Pittsburgh Literacy Council

Each lesson should list why you are doing what you are doing, that is, your purpose, goal or objective for meeting with your student.

Include clear, concise instructions to yourself. This should tell you how you plan to carry out the objectives. This section should incorporate word attack, vocabulary activities, comprehension, writing, short-term steps to a student goal and maybe a language experience activity.

Include a list of the materials needed to carry out the lesson.

Any session after the very first meeting should incorporate activities which review skills previously taught.

Knowing whether or not your need reader has mastered the material is very important. You will need to include in your lesson plan instruments or methods to measure whether your student is ready to go on to a new lesson.

*Will you test your student?

*Will you give your student activities to review lesson?

*Will you check to see if your student applies previously taught material in new ways?

Finally, it is important to include homework assignments, as this helps to foster learning outside of the tutoring sessions. However, never assign a homework exercise unless you are certain your student can complete it successfully on their own. Always write down the assignments that you wish your student to do.

What should you ask yourself while preparing a lesson?

1. What do you think the learning objectives should be for this chapter? (This student's goals are to read to his child, to be a wise consumer, and to learn to write his basic date with more confidence.)

2. What materials should you use?

3. How long should this lesson take? You will meet with your student twice a week. Plan one lesson for ever meeting. However, do not assume the student will master a skill in only one lesson.

A SAMPLE LESSON PLAN:

BEGINNING/INTERMEDIATE/ADVANCED

SUBJECT: (What are you teaching today?)

OBJECTIVES: (What do you expect the student to learn or demonstrate?)

WHAT SKILLS OR GOALS WILL YOU BE ADDRESSING IN THIS LESSON?

FUNCTIONAL GOALS
__ Signs
__ Labels
__ Coupons
__ Simple directions
__ Banking
__ Other _____

WORD RECOGNITION
__ The Alphabet
__ Sight Word List
__ Contractions
__ Prefixes
__ Suffixes
__ Root words
__ Compound words
__ Locating answers in text

COMPREHENSION
__ Prior knowledge
__ Price tags
__ Vocabulary
__ Main ideas
__ Details
__ Sequence
__ Inference
__ Following directions
__ Summarizing

WORD ATTACK
__ Short vowel word families
__ Long vowel word families
__ Digraphs: th, wh, ch, etc.
__ Diphthongs: io, oy, ou,etc.
__ Consonant blends
__ "Y" rules
__ Soft g and c
__ R-controlled vowels: ar, ir
__ Plural
__ Other: _____

WRITING
__ Essential Goals
__ Sentences
__ Paragraphs
__ Lists
__ Simple forms and applications
__ Notes and messages
__ Other:

_____
_____
_____

STUDENT'S GOAL: (Does this lesson address my student's goals?)

MATERIALS: (What materials do you need for this lesson?)

PROCEDURE: (HOW WILL YOU ORGANIZE AND PRESENT THIS LESSON?)

EVALUATION: (Did the student accomplish the objectives?)

HOMEWORK: (Is there an assignment to review or practice?)

NOTES FOR NEXT TIME: _____

GOAL SETTING:

Of all of the topics we cover in this book, non is as important as goal setting. The Laubach Way to Reading suggests the following procedure for goal setting. This can be found in the Laubach Way to Reading Tutor Workshop Handbook through New Readers Press:

Sometimes a student will need your assistance to help her define those goals. You can do this by encouraging her to discuss the following questions:

- What made you decide to come for reading help now?
- If you could read as well as you would like to right now, what would be the first thing that you'd want to read?
- What other things would you like to be able to read that you have difficulty reading now?
- What do you like to do when you have free time?
- What kinds of things do you do best?

As you talk, you may find that the student's goals are truly "long-range." A common example is the very beginning student who wants to get her high school equivalency diploma or a well-paid job.

Don't discourage a student who expresses goals like these. Instead, help her to see that there are many short-term goals that the two of you can work on that will help move her closer to her long-range goal. For example, the student who wants to get a good job might need to learn how to read a want ad or how to fill out a job application.

Each of these skills can in turn be subdivided into smaller activities. In order to read a want ad, a student needs to learn how to locate the employment ads in the classified section of the newspaper. She needs to learn alphabetical order and whatever other system the paper uses to categorize jobs. And she has to be able to understand any special vocabulary or abbreviations that are used in these ads.

Work with the student to list the activities you want to work on together. Then ask her to select those activities which she would like to work on first. Involve her in making decisions about what you will do with your time together. But be sure that the choices are realistic, and don't promise more than you can deliver. Remember: the more concrete the activities, the easier it will be for the student to judge how much progress she is making.

If the student has difficulty identifying goals or describing what she'd like to use her reading for, you might mention some of the categories listed on the following page. If she seems interested in one of them, read her some of the activities listed under that section. Help her select one or two that you might work on together.

After you have identified some short-term, concrete, and realistic goals, make sure you set aside some time in each tutoring session to work on them. Remind the student too that the time she spends studying in the Laubach Way to Reading series will also help her make progress toward her goal. She is developing a foundation of basic skills that will be used in all of the activities you have talked about. (However, be sure that completion of a particular skill book level does not become the primary goal of your lessons.)

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And finally, take the time to periodically discuss and evaluate with the student what progress she is making. You might decide to modify your short-term goals or set new ones. But make that decision together.

The following is an example of what Ellen and her tutor came up with when they worked through this process. The student is a young mother with two children (ages 3 and 5). She dropped out of school in the ninth grade and now works evenings as an aide in a local nursing home. Although she has some sight vocabulary, she is a poor reader.

Long-Range Goal: To help my children learn to read

Short-term goal #1: Spend 10 minutes a day reading to them

Activities	Methods/Materials
1. Get a library card	application form, orientation to library
2. Learn to read a simple children's book	duet reading, tutor-made read-along tape to practice with
3. Learn 10 new words from the book	flash cards

Short-term goal #2: Make an alphabet picture book

Activities	
1. Select pictures together	catalogs, magazines
2. Set up album with one letter on each page	photo album, marking pen chart showing alphabet
3. Paste in pictures according to initial letter	
4. Label the pictures	
5. Learn the words without the pictures	flash cards

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Sample Skill List
For Goal-Setting

General skills

- write name, address, and telephone number
- tell time
- read a calendar
- use a telephone book
- read street and store signs
- read or write a letter
- read a newspaper

Transportation

- read bus or train schedules
- read traffic signs
- pass the test to get a driver's permit
- read maps
- do car maintenance

Money

- use a checking account
- write money orders
- read a bank statement
- read and pay bills
- apply for a credit card
- obtain insurance
- fill out public assistance forms

Jobs

- get a job
- get a better job/promotion
- fill out a job application
- read job-related manuals/forms
- write a resume
- understand paychecks/deductions
- interview for a job

Health

- read directions on medicine bottles
- read warning labels
- know how to give first aid
- write down medical and dental appointments
- locate emergency phone numbers

Food

- write a shopping list
- learn about good nutrition
- read recipes
- read food labels
- read grocery ads

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Children

- read to children
- help them with their homework
- read school notices/reports
- read about child care
- write notes to the school
- write medical history/record of shots

Government/Law

- get U.S. citizenship
- vote
- fill out tax forms
- get a social security number
- get legal advice
- read legal forms

Recreation

- read a TV program schedule
- read a menu
- find out about community activities
- read an interesting book
- read the movie schedule

Religion

- read church bulletins
- read the Bible or other religious materials
- read a hymnbook

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TUTOR AWARENESS INVENTORY

How accurate is your knowledge about literacy and adult learners? Complete this self-test to find out. Read the statements, then write T (true) or F (false) next to each.

____ 1. Many adults expect to fail when they come to a reading center.

____ 2. Adults who pursue educational goals are generally interested in self-improvement.

____ 3. Adult learners make up a captive audience and do not have the freedom to discontinue their education.

____ 4. Adult learners usually set realistic goals for themselves based on their current skills.

____ 5. Experiencing immediate success is unimportant to the adult learner.

____ 6. Adults develop many strategies to conceal their lack of education.

____ 7. Adults do not mind using materials developed for children.

____ 8. Most adult learners come from stable, comfortable homes and have few problems.

____ 9. Adults never question the value of what they are learning.

____10. Adults can use their varied experiences to benefit the task of learning.

____11. All adults who completed the ninth grade in public school can read the newspaper.

____12. One reason adults give for learning to read is to be able to help their children with homework.

____13. Tutors should be flexible about lesson plans and willing to try something different if the lesson isn't working.

____14. Job applicants who ask you to read the application to them because they forgot their glasses may not know how to read.

____15. All students learn most effectively by the same method.

____16. One in five adults in America can't read.

Answers: T, T, F, F, F, T, F, F, F, T, F, T, T, T, F, T

- Steck Vaughn Co.

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SCOLA, Scranton Council for Literacy Advancement
Greenridge Street, Scranton, PA

TLC, Tutors of Literacy for the Commonwealth

PAACE, PA Association for Adult Continued Education